DOCUMENT RESUME

ED 030 995 EC 003 500

By-Johnston, Maebelle A.
An Orientation Program for New Teachers; Classes for Educable Mentally Retarded, September 1968.
Toledo Public Schools, Ohio.
Pub Date Sep 68
Note-49p.
EDRS Price MF-$0.25 HC-$2.55
Descriptors-Administrative Policy, Educable Mentally Handicapped, *Exceptional Child Education, *Mentally Handicapped, Orientation Materials, Personnel, Program Evaluation, *Program Planning, Questionnaires, *Teacher Orientation
Identifiers-Ohio, Toledo

A plan for orientation activities prior to and during the first weeks of school for new teachers of the educable mentally retarded is presented. Kinds of teachers who will be oriented, qualities of an adequate orientation program, steps taken in program planning, plan implementation, and followup orientation are discussed. Also included are materials given to teachers, program agendas, a graph showing the training and experience of the new teachers, a questionnaire survey of teacher opinion concerning orientation activities, a report on administration of the special curriculum in the regular school, and letters to teachers scheduling the orientation. (LE)

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AN ORIENTATION PROGRAM FOR NEW TEACHERS

Classes For Educable Mentally Retarded

September, 1968

TOLEDO PUBLIC SCHOOLS

EC008500

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Adjusted Curriculum Classes

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AN ORIENTATION PROGRAM FOR NEW TEACHERS

Classes For Educable Mentally Retarded

September, 1968

Maebelle A. Johnston, Supervisor
Adjusted Curriculum Classes

Pupil Personnel Programs and Services

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Introduction

The orientation program for teachers new to a school system, or new to a particular department of instruction in the system is a matter of considerable concern to the administrative personnel of every school district. The substantial turnover in teacher personnel common to urban schools such as Toledo, Ohio is even more acute in the special fields such as classes for the educable mentally retarded (EMR). In addition to the usual reasons for teacher turnover--normal mobility of the population, better paying positions elsewhere, retirement, health reasons, interest in a field of work other than education, marriage, pregnancy--vacancies occur in the classes for EMR for the following reasons:

1. Rapid expansion within this field makes it possible for the capable and interested teacher to move up into positions of administration in his own or other school systems or in teacher training institutions.

2. Teacher takes a leave of absence to devote full time to further academic training to qualify for positions mentioned above.

3. Some teachers, after a period of one or more years find the work too demanding--particularly in regard to the emotional and psychological stress and the necessity for the great amount of uniquely planned and prepared teaching materials--and return to regular class assignments.

The purpose of this paper is to propose and develop a plan for orientation activities which will be effective in helping the new teacher establish a good teaching-learning situation in the classroom for EMR students.

What is Orientation?

Orientation in the broadest sense encompasses activities and information provided the new teacher from the first contact made in the recruitment process to the end of the first, or perhaps the second year of experience in the school system. Some writers in the education field divide the orientation period into four blocks: (1) recruitment to contract, (2) contract to starting time, (3) first days of school, and (4) learning on the job.[1]

Obviously, all aspects of the new teacher's personal and professional orientation are important and should be given specific attention by one or more divisions of the administrative organization in the school system. In the Toledo Schools, the Teacher Personnel Office is primarily responsible for the recruitment of new teachers and the routine matters of application for the position, request for references, signing of the contract, application for proper certification and transcripts of college credits.

After a preliminary interview with the Director of Teacher Personnel or his assistant, the applicant for a position in an Adjusted Curriculum Class (class for EMR students) is interviewed by the Director of Learning Disabilities, and if possible, by the Supervisor of the Adjusted Curriculum Classes. Some attention should be given in the near future to specific planning concerning these interviews. At the present time, the tone and direction which the interview takes depends upon the individuality of the applicant. In some cases it involves a rather detailed explanation of the curriculum content or design and often results in a classroom visit if the

[1]Neagley, Ross L. and N. Dean Evans, Handbook for Effective Curriculum Development (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1967)p. 237

interview occurs before the end of the school year. Other interviews may be less lengthy or detailed. Such individuality of approach is desirable and necessary, but a few guidelines would provide insurance against the omission of some details which, if omitted, may make the difference between the smooth adjustment of the teacher to the job or the dissatisfaction or loss of the teacher to the school system at the end of the first year.

The orientation of the new teacher is the responsibility of the Executive Director of the department in which the teacher will work--Elementary Education, Secondary Education, Vocational Education, or Pupil Personnel. Adjusted Curriculum Classes operate as one of the programs and services of the Pupil Personnel Department. Orientation of teachers in Adjusted Curriculum Classes is an ongoing program and is planned specifically for a two-year period while the teacher holds a probationary status, as all teachers do in the school system.

Although the entire two-year orientation program is vital to the quality of the Adjusted Curriculum program, it is necessary to limit the scope of this presentation to those activities or procedures concerning contract to starting time and the first days and weeks of school. Activities which are conducted later in the first and succeeding years are more appropriately treated as in-service training or education and are not part of this orientation plan.

Who Must be Orientated?

Any school system may expect to have several different categories of new teachers:

1. The inexperienced teacher, trained in the field of education but experienced in the classroom only through a limited student teaching assignment.

2. The teacher from another school system.

3. The teacher assigned to a new department or level of teaching.

4. The teacher from another school in the same system.

5. The experienced teacher who returns to teaching.

In addition to these categories, the lack of trained teachers has made it necessary for the Toledo Public Schools to employ persons for teaching assignments who express an interest in teaching but whose college preparation is in liberal arts rather than education. In many cases one or more courses in general or special education have been completed but the applicant has not met all the requirements for standard certification. In some instances, the teacher has prepared for secondary education but has accepted a position at the elementary level. Even those who teach EMR classes at the secondary level will find their preparation for regular secondary teaching inadequate because of the lower mental age and achievement level of the secondary EMR student. A summary of the preparation and experience level of the teachers new to the Adjusted Curriculum program in Toledo, Ohio for the 1968-69 school year is given in Appendix A. Eighteen levels or catagories of preparation and experience are represented, spread over the range of grades one through eleven.

Qualities of an Adequate Orientation Program:

The following guidelines were followed in setting up the activities to be included in the pre-service orientation program for teachers of Adjusted

Curriculum Classes for the 1968-69 school year:

1. The plan should be individualized and flexible.

2. Emphasis should be on adjustment to problems or matters of concern which face the teacher immediately as he begins the year.

3. Pertinent materials should be presented in written form if possible, preferably two weeks in advance of the first orientation meeting in order to provide the teacher opportunity to read at his leisure and be prepared to ask questions for clarification if necessary.

4. Priority judgments should be made concerning topics to be included in the first meetings so that the program is as comprehensive as possible but not overwhelming.

5. Experienced teachers should be included in the planning and participate in the activities.

Preparation for the Orientation Plan:

During the 1967-68 school year the Supervisor of Adjusted Curriculum classes met with an Orientation Committee composed of teachers, principals and supervisors of regular elementary grades. The purpose of this committee was to take a look at previous orientation programs and make recommendations for the coming year.

Early in the spring of 1968, a meeting of teachers in the Adjusted Curriculum program in Toledo was held to discuss aspects of previous orientation programs to determine which activities were judged by these teachers to be beneficial, which were considered unnecessary and what activities could be initiated to be of value to new teachers. Included in this meeting were teachers in their first year of experience and others with two or more years' experience. Some of these teachers had begun their teaching without the benefit of training in education or a student teaching experience. One

had taken the position during the year and had not had the benefit of the usual pre-service orientation. A copy of the letter inviting these teachers to participate is shown in Exhibit 1, page 7.

Suggestions of this Adjusted Curriculum Orientation Committee were noted and added to the many comments made previously by the committee for regular grades. One recurring suggestion which seemed to appear most urgent to both committees was the need for an opportunity to meet in an orientation session after having been in the classroom for a few days. Members of both committees agreed that much of what was suggested in previous orientation meetings concerning classroom procedure and use of curriculum guides did not "register" or have precise meaning until after the teachers had met with their students.

The recommendations concerning time allotment for orientation as well as types of activities were made and submitted to administrative personnel responsible for the final decisions regarding the program. It seemed advisable to maintain the same time allotment for pre-service orientation for the Adjusted Curriculum teachers as for regular grade teachers inasmuch as no extra pay was to be given for time spent.

During the summer of 1968, participants in a Title VI, ESEA Institute for the training of teachers of EMR students were asked to complete an orientation questionnaire to indicate which activities they considered important in helping teachers adjust to a new classroom assignment. The questionnaire incorporated recommendations made by the committees which had met during the 1967-68 school year, suggestions recommended in professional publications and items considered necessary or desirable based on the writer's supervisory experiences with new teachers.

TOLEDO PUBLIC SCHOOLS
Manhattan Boulevard and Elm Street
Toledo 8, Ohio
729-1681

TO:

FROM: Maebelle Johnston, Supervisor
Adjusted Curriculum Classes

DATE: March 13, 1968

RE: Planning Committee - Orientation of new teachers

We are asking a group of first and second year teachers to meet and discuss ways of making the orientation meetings for new teachers next August meaningful and worthwhile.

You have shown interest and enthusiasm as well as understanding in your work this year. I am sure your views will be of great value in our planning. Our suggestions will be coordinated with those of committees from regular grades working on this project.

The meeting is planned for:

Tuesday, March 26, 1968

Room 212 - Administration Building

3:45 p.m.

If you are unable to attend, please call our office, ext. 225, to let us know by Thursday, March 21.

We shall be looking forward to sharing ideas with you.

Exhibit 1

Sixty-four participants in the Institute responded to the questionnaire. All of these participants had signed contracts to teach in a classroom for EMR students during the 1968-69 year. Their evaluation of suggested orientation activities and information was considered valuable inasmuch as they would be in need of such orientation in the immediate future or had such experience in the past.

A copy of the questionnaire and a summary of the responses are included in Appendix B.

Items included in the questionnaire may be categorized under the following headings, each of which has been suggested as appropriate by the American Association of School Administrators in a publication, Off To A Good Start.

1. Understanding terms and conditions of employment
2. Becoming acquainted with the community
3. Getting to know the school system, its people, its organization
4. Learning about the school to which assigned
5. Adjusting to the teaching job [1]

It is interesting to note, in examining the responses, that the old adage, "One man's food is another man's poison" seemed to hold true in this situation. No single item in the questionnaire was considered "very important" or "not necessary" by all respondents. Each item had scattered responses. There was some difference in percentage of responses in each category when responses of Toledo teachers were compared with responses of teachers who would be employed outside the city of Toledo. More teachers outside Toledo rejected (marked "not necessary") items which pertained to how they would perform within their classroom (explanation of overall curriculum plan;

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[1] American Association of School Administrators, Off To A Good Start (Washington, D.C.: National Education Association, 1956)

suggestions for classroom management; films, video tapes, tape recordings made in the school system to show good classroom procedure and learning experiences; sample daily lesson plan; demonstration of lesson). This same group of teachers gave few negative responses to items pertaining to conforming to, or adjusting to the school system (probationary period and standards expected; kit explaining policies of school system and a teacher's handbook; kind of assistance to expect; objectives and goals for EMR; reports for which teacher is responsible; ordering supplies). Several explanations come to mind as possible reasons for the difference in these responses but because this is not germane to the purpose of the project, these will be omitted in this presentation.

The responses of Toledo teachers were given priority in deciding the items to be included in an orientation plan to fit the time allotment which had been decided by administrative personnel responsible for such decisions. One concession was made: The Adjusted Curriculum teachers would be granted the additional day of orientation which would be held after the start of the school year, after they had met their classes and were more aware of their needs.

The Orientation Plan and Its Execution:

Two days were alloted by the Toledo Schools for pre-service orientation of all new teachers. One-half day was devoted to a general meeting of all new teachers in which they would be introduced to the top administrative personnel of the system and would be given an overview of the system. The afternoon of the same day was reserved for meetings with personnel of the particular department in which the teacher would work. The following full day was reserved for visitation to the building to which the teacher was

assigned. Principals had been given a check list of items which should be covered in the building orientation.

A letter welcoming the new teacher was given to the Director of the Teacher Personnel Office to be included in the general letter sent by that office announcing the orientation schedule for all teachers (see Exhibit 2, page 11). Experienced teachers in Adjusted Curriculum were contacted and invited to participate in the pre-service meetings also (Exhibit 3, page 12). Six teachers responded to the invitation and joined the three members of the administrative staff for Learning Disabilities--Mr. Adolph Stadel; Mrs. Vera Heard, Teacher Specialist; Mrs. Maebelle Johnston, Supervisor- in conducting the orientation activities.

A folder had been prepared containing, in loose leaf form, materials deemed pertinent by the teachers who had responded to the Orientation Questionnaire. The writer decided to present these as separate items rather than in handbook form. It was felt that the variety in color of paper, in format, and in style of print made the package more appealing than a mimeographed handbook. A copy of the folder and its contents is attached to this presentation.

CONTENTS OF FOLDER

TEACHING IN TOLEDO

THIS IS TOLEDO

CODE OF ETHICS OF THE EDUCATION PROFESSION

SUPPLEMENT TO POLICY STATEMENT - BOARD OF EDUCATION

MAP OF TOLEDO CITY SCHOOL DISTRICTS

HANDBOOK OF PUPIL PERSONNEL SERVICES & PROGRAMS - CLASSES WITH AN ADJUSTED CURRICULUM

TOLEDO PUBLIC SCHOOLS
Manhattan Boulevard and Elm Street
Toledo 8, Ohio
729-1681

TO: New Teachers of Adjusted Curriculum Classes

FROM: Adolph Stadel - Director, Learning Disabilities
Maebelle Johnston - Supervisor, Adjusted Curriculum Classes

DATE: August 4, 1968

RE: Schedule of meetings August 28 - August 29, 1968

Welcome to our staff of teachers who work to help children who experience problems in learning - children who must have a special, adjusted curriculum if they are to realize their learning potential and become happy, useful citizens.

You will be working with children who, for one or more reasons, learn slowly. You have been chosen because of your expressed interest in this special field and because we feel you have qualifications for success in this challenging, and therefore, satisfying work.

Attached is the schedule of meetings for our new teachers to be held August 28 and 29.

We are looking forward to meeting you at our special meeting in the afternoon on August 28.

MJ/ps

Exhibit 2

TOLEDO BOARD OF EDUCATION
MANHATTAN AND ELM
TOLEDO, OHIO 43608

August 26, 1968

Dear Experienced Colleague:

You are cordially invited to attend the orientation meeting of teachers new to the Adjusted Curriculum. Because of your successful experience and insight into the program, you are in a position to offer our beginners many suggestions to help us get them off to a good start.

The meeting will be arranged in an informal manner, with separate section meetings for primary, intermediate, junior high, and senior high school teachers. The most frequently asked question by beginners is, "What can I do in the way of planning and teaching during the first two weeks to make a good start?" The more experienced teachers we have in the group, the more we shall be able to deal with this question on a "one-to-one" basis.

Though this is short notice, please note the date and time below:

Date: August 28, 1968

Time: 1:00 - 3:30 P.M.

Place: Auditorium, Main Floor
Administration Building

This will be a good professional opportunity to help in a personal and constructive way to encourage beginners when they are most in need of support. I hope you will be able to join us.

All indications are that this will be the best year ever for Special Education. I'm proud to have you in the Department.

I hope that you have had a pleasant and profitable summer vacation.

Sincerely yours,

A. R. Stadel, Director
Learning Disabilities

Exhibit 3

CONTENTS OF FOLDER (cont.)

ADJUSTED CURRICULUM DESIGN

THE WORK EXPERIENCE PROGRAM

ORIENTATION TO YOUR BUILDING: POLICIES AND PROCEDURES

WHAT THE STUDENTS EXPECT

PERSONAL APPEARANCE COUNTS!

PRESCRIPTION FOR HEALTHY SPECIAL EDUCATION TEACHERS by Dr. Jack Dinger

BULLETIN BOARDS

THE SUPERVISORY STAFF WILL HELP YOU

HOW TO PLAN THE DAILY PROGRAM

PREPARING FOR THE FIRST DAY

SAMPLE DAILY LESSON SCHEDULE - PRIMARY CLASS

SUBJECT AREAS IN THE DAILY SCHEDULE - GRADES 4, 5, 6

SAMPLE DAILY SCHEDULE - GRADES 7-8 - JUNIOR HIGH BUILDINGS

SUPPLIES PROVIDED - SUPPLIES NOT FURNISHED

PURCHASE OF SUPPLIES - RETURN YELLOW SLIPS

JOB INSTRUCTIONS

Some of the items included in the folder were designed especially to help the teacher who had not had a practice teaching experience and had not been given the guidance concerning classroom and professional expectations usually provided the student teacher.

The agenda of the meeting on August 28 is shown in Exhibit 4, page 14.

A letter was sent to the principals of buildings housing Adjusted Curriculum classes to reiterate the role of Adjusted Curriculum. The four pages of this communication are included in Appendix C.

AGENDA

Orientation Meeting - August 28, 1968
Adjusted Curriculum

Mr. Adolph Stadel, Chairman

1:00 Greetings - Mr. Stadel, Director - Learning Disabilities

Introduction of Mr. Robert Carson, Executive Director - Pupil Personnel Programs and Services

1:15 Announcements - Mrs. Maebelle Johnston, Supervisor

Materials to be expected in your room
Forms and blanks unique to Adjusted Curriculum
Innovations in the Work Experience Program for 1968-69

1:30 Introduction of Mrs. Vera Heard, Teacher Specialist
Introduction of experienced teachers present

Explanation of plan for group meetings to follow
Coffee Break

1:45 COFFEE BREAK

2:00 Group meetings:

Primary Group (Grades 1, 2, 3) - Martha Burr, Chairman

Intermediate Group (Grades 4, 5, 6) - Vera Heard, Chairman

Junior High Group (Grades 7 and 8) - Maebelle Johnston, Chairman

Senior High Group (Grades 9, 10, 11) - Adolph Stadel, Chairman

Suggested Agenda for Group Meetings: Explanation by Chairman of curriculum content and emphasis for the grades represented in the group; Question-Answer period as needed. Dismissal of those teachers who had participated in the Title VI Institute (those who prefer to remain may do so).

2:30 Continuation of Group Meetings:

Explanation by Chairman of characteristics of EMR children at the level represented in the group

Determining mental age; how MA is used to <u>estimate</u> the level of functioning of the EMR child; Social needs of the EMR.

Exhibit 4

Of the thirty-four new teachers, only eighteen were in attendance at the orientation meeting. Three had made arrangements and had come to the Adjusted Curriculum Office the previous week to receive materials and instructions for the beginning of the school year because it was necessary for them to be out of town on August 28. Four were overlooked by the Teacher Personnel Office and were not sent notices of the meeting. These were teachers who had been teaching in the regular grades of the Toledo Schools last year. One called while the meeting was in progress to inform the Teacher Personnel Office that he would be unable to fulfill his contract because of a health problem. Two teachers called immediately before the meeting to say they were occupied with personal business but gave no offer to come for a special "briefing". One called after the meeting had started and explained that she did not know how to get to the Administration Building and could not get there in time for any part of the meeting. Six teachers did not attend and had made no contact regarding the meeting.

On Thursday, August 29, the teachers reported to the building to which they were assigned. The organization of the orientation to the building was the responsibility of the principal and would vary according to the building.

Follow-Up Orientation, 1968-69:

A follow-up orientation day was planned which was limited to Adjusted Curriculum classes. On Friday, September 13, the classes of new teachers were dismissed for the entire day to allow the teacher to visit an experienced teacher for the morning session. In the afternoon, the classes of the host teachers were also dismissed to allow the teachers to accompany their guests

to the Administration Building for discussion, exchange of ideas, and a question-answer session. The letters sent to the teachers (both host and guest teachers) and the letter sent to the principal of the building to explain the project are given in Appendix D. A letter was sent to the six teachers who had taught in regular grades in Toledo last year but had transferred to the Adjusted Curriculum class this year explaining that they would be considered "new" teachers in the learning Disabilities Department. A copy of that letter is also included in Appendix D.

A questionnaire planned to provide an evaluation of the orientation program on August 28 and to help plan realistically for future meetings was included in the letter concerning the September 13 orientation. A sample of that questionnaire, "Orientation Activities - 1968-69" is given in Appendix E. The results of the questionnaire are also given in Appendix E. Seventeen of the thirty-four were completed and returned. Teachers who did not respond will be sent a reminder; their expressed needs will be included in future planning but are not a part of this presentation.

The agenda for the September 13 meeting was as follows:

AGENDA
September 13, 1968

Maebelle Johnston, Chairman

1:00. Welcome by Chairman

Explanation of current status of curriculum development in Toledo

Explanation of use of books provided for various classes

1:45 Suggestions based on observations made in classrooms - Vera Heard

2:00 Coffee Break

2:10 Group meetings (Exchange of ideas; question-answer; discussion)

Continuing Concerns:

As the administrative personnel of the Adjusted Curriculum Classes observes needs of teachers during the year, added materials of benefit to the orientation may be added to that which is presented here. Films, filmstrips and tape recordings were not utilized in this year's presentation. Some were available but did not fit into the time allotment. It would seem advisable to prepare some material to be used with the overhead projector, the opaque projector and perhaps the tape recorder. A presentation using the opaque projector was planned for September 13, but had to be abandoned at the last minute because of technical difficulties not related to our preparation.

The staff of teachers for adjusted curriculum classes appears to meet a new high in esprit de corps. The feedback from these teachers is sincere, candid and stimulating. Continued cooperation on the part of staff and supervisory personnel should result in worthwhile advances in classroom effectiveness.

Meetings should be planned as possible, probably at one-month intervals with the following emphasis:

Skills involved in reading; what is reading?

Planning units of work; constructing the unit

Using the manipulative materials provided this year

(others as indicated as the year progresses)

APPENDIX A

TRAINING AND EXPERIENCE
New Teachers - Adjusted Curriculum

PREPARATION and EXPERIENCE LEVEL

NEW TEACHER - ADJUSTED CURRICULUM 1968-69

KIND AND AMOUNT OF PREPARATION	Grade Level											Home Ec.	Shop	Total
	1	2	3	4	5	6	7	8	9	10	11			
1. M.A. in Education; Certification in EMR; Experience in EMR					1	1								2
2. M. Ed. - Secondary Ed.; Some Courses in EMR; No Experience in EMR							1		1					2
3. B.S. - Secondary Ed.; Experience in Regular Grades; Title VI									1					1
4. B.S. - Secondary Ed.; No Experience								1		2				3
5. B.S. - Elem. Ed.; Experience in Regular; Title VI	1							1						2
6. B.S. - Elem. Ed.; Experience in Reg.; No EMR Training or Experience			1			1								2
7. B.S. - Elem. Ed.; No Experience; Title VI			1	1										2
8. B.S. - Elem. Ed.; No Experience; No EMR Training					1									1
9. B.S. - Elem. Ed.; Experience in EMR							1							1
10. B.A. - Liberal Arts; Experience in Reg.; Title VI								1	1					2
11. B.A. - Liberal Arts; Experience in Reg.; No EMR Training						1		1						2
12. B.A. - Liberal Arts; No Practice Teaching; Some Ed. Courses								1						1
13. B.A. Liberal Arts; No Ed. Courses; No Practice Teaching; No Experience; Title VI							1	1						2
14. B.A. Liberal Arts; No Ed. Courses; No Practice Teaching; No Experience							1						1	2
15. Less than Degree In Elem. Ed.; Experience in TMR; Title VI				1										1
16. Less than Degree In Elem. Ed.; Experience in TMR					1									1
17. Less Than Degree In Liberal Arts; Title VI										1		1		2
18. Less than Degree; Elem. Ed. Major; Title VI			2	1										3

APPENDIX B

ORIENTATION QUESTIONNAIRE

SUMMARY OF RESULTS

ORIENTATION QUESTIONNAIRE

How can the administrative personnel of the school system help the new teacher get off to a good start? Your answers below will help us plan.

Indicate (X) the kind of community in which you will teach:

____ essentially rural ____ small city (B.G., Maumee, etc.)

____ exempted village ____ Toledo

Answer the following questions in the manner indicated:

1. How many days should be devoted to orientation of teachers new to the system, or new to AC classes, if the meetings are held the last week in August (the week immediately preceding the opening of school)?

   (circle one) 0 da. 1 da. 3 da. 4 da. 5 da.

2. If the meetings are held the first week of school, how many days should be devoted to the orientation:

   (circle one) 0 da. 1 da. 2 da. 3 da. 4 da.

Orientation Activities

Indicate below the orientation activities or topics which you feel would be <u>appropriate</u>, <u>profitable</u>, and/or <u>necessary</u> before beginning the school year in a new school:

Key: a = very important
b = desirable, or necessary
c = not necessary

a b c 1. General meeting of all teachers new to this school system to meet and be greeted by such administrators as Superintendent of Schools, Assistant Superintendents.

a b c 2. Opportunity to become acquainted with the community - a tour, a film of points of interest, or similar orientation to the community.

a b c 3. A social gathering within the school to become acquainted with colleagues.

a b c 4. A "buddy" teacher system.

a b c 5. Explanation of the probationary period; standards expected of teachers in your school system.

ORIENTATION QUESTIONNAIRE (cont.)

a b c 6. Orientation to the building to which assigned, conducted by the building principal.

7. How much time should be devoted to #6 above?

(circle one) 1/2 day 1 day 2 days

a b c 8. A kit provided to each teacher containing such items as: map of the city, pamphlet of policies of school system, a teacher's handbook of suggested classroom procedures and standards, expected.

a b c 9. Explanation of kind of assistance which may be expected from the supervisors; how to secure assistance; kind of assistance which may be expected from the principal.

a b c 10. An explanation of the objectives and goals which this school system hopes to achieve for the EMR student by providing a special class.

a b c 11. Explanation of the overall curriculum plan, especially in Social Studies.

a b c 12. Suggestions for classroom management.

a b c 13. Explanation of reports for which the teacher will be responsible.

a b c 14. Commercially prepared films which help teachers understand good classroom techniques.

a b c 15. Video tapes, made in your school system, of successful classroom procedures.

a b c 16. Tape recordings made in classrooms of your school system which show how successful teachers handle situations, learning experiences, etc.

a b c 17. Explanation of how to order supplies and films.

a b c 18. A copy of a sample daily lesson plan.

a b c 19. Definite suggestions for first-day and first-week activities for the classroom.

a b c 20. Demonstration of a sample lesson; how to work in groups and adjust work to fit individual needs in the class.

RESPONSES TO ORIENTATION QUESTIONNAIRE

The kind of community in which the respondents will teach:

Essentially rural - 7	Small city (Maumee, B.G., etc.) - 24
Exempted Village - 3	Toledo City Schools - 30

1. How many days should be devoted to orientation of teachers new to the system, or new to AC classes, if the meetings are held the last week in August (week immediately preceding the opening of school)?

	Toledo teachers	Other teachers
0 days	0	1
½ day	1	0
1 day	7	15
2 days	2	1
3 days	14	15
4 days	2	0
5 days	3	1

Comments from respondents:

"With periodic meetings after school starts (once a week for first two months)"

"If you treat teacher as being other than EMR himself and if you are organized ½ day is sufficient"

"Will these people be paid for their time? Some give up jobs and come you know"

"Meetings should be given more often through the year, where discussion of problems are brought out"

"Given good ideas and helps to the new teacher. Those first few days are difficult."

2. If the meetings are held the first week of school, how many days should be devoted to the orientation?

	Toledo teachers	Other teachers
0 days	2	3
½ day	1	0
1 day	11	12
2 days	7	11
3 days	6	4
4 days	2	2

Comments from respondents:

"All this (#1 and #2 above) depends on how useful your meetings are. If they are the usual orientation usually about 0 days will do."

"New teachers should be orientated before school begins."

"0 days if we do have to make up. Two days if we do not."

Orientation Activities

1. General meeting of all teachers new to this school system to meet and be greeted by such administrators as Superintendent of Schools and the Assistant Superintendents.

	Toledo teachers	Other teachers
Very important	15	17
Desirable, or necessary	13	13
Not necessary	8	4

Comments from respondents: None

2. Opportunity to become acquainted with the community - a tour, a film of points of interest, or similar orientation to the community.

Very important	16	12
Desirable, or necessary	10	18
Not necessary	4	4

Comments by respondents:

"How to use in field trips."
"Only to those new to the area"
"Only if from out of town"

3. A social gathering within the school to become acquainted with colleagues.

Very important	12	12
Desirable, or necessary	15	15
Not necessary	3	6

Comments by respondents:
"This should be done first and formost (note, sp.) in a very relaxed place."

4. A "buddy" teacher system.

Very important	12	8
Desirable, or necessary	11	14
Not necessary	7	10

Comments by respondents:

"This is the person who gives you the real info"

"Depends on the 'buddy'."

5. Explanation of the probationary period; standards expected of teachers in your school system.

Very important	23	22
Desirable, or necessary	6	11
Not necessary	1	1

Comments by respondents:

"A new teacher must understand this - I did not!"

6. Orientation to the building to which assigned, conducted by the building principal.

Very important	22	20
Desirable, or necessary	7	11
Not necessary	1	3

Comments by respondents:

"Like where the john is located"
"30 minutes"

7. How much time should be devoted to #6 above?

½ day	24	20
1 day	7	11
2 days	1	3

Comments by respondents:

"Depends on size of building. Example: DeVeaux, 2 days"
"About 30 minutes, but give people time to ask questions"
" 1 hour"

8. A kit provided to each teacher containing such items as: map of the city, pamphlet of policies of school system, a teacher's handbook of suggested classroom procedures and standards expected.

Very important	19	23
Desirable, or necessary	9	10
Not necessary	2	0

Comments by respondents: None

9. Explanation of kind of assistance which may be expected from the supervisors: how to secure assistance; kind of assistance which may be expected from the principal.

Very important	23	30
Desirable, or necessary	6	3
Not necessary	1	1

Comments by respondents:
"You pick this up as you go along"

10. An explanation of the objectives and goals which this school system hopes to achieve for the EMR student by providing a special class.

Very important	23	27
Desirable, or necessary	4	5
Not necessary	1	2

Comments by respondents:
"This is a repeat of ideal that teacher has heard x times"
"He should already know it - he has had 4 years of it in class"

11. Explanation of the overall curriculum plan, especially in Social Studies.

Very important	20	11
Desirable, or necessary	8	13
Not necessary	2	9

Comments by respondents:
"Social Studies" was underlined, a big ? put beside it.
"Your program is on paper only"

12. Suggestions for classroom management.

Very important	11	6
Desirable, or necessary	15	19
Not necessary	3	9

Comments by respondents:
"Important not to get started wrong"
"By the good teachers"
One gave no answer but commented: "You can't lay down universal statement for each."

13. Explanation of reports for which the teacher will be responsible.

Very important	18	25
Desirable, or necessary	11	7
Not necessary	1	1

Comments by respondents:
"Do this on paper so teacher has reference but don't go over verbally. We can read."

14. Commercially prepared films which help teachers understand good classroom techniques.

Very important	9	8
Desirable, or necessary	16	16
Not necessary	5	10

Comments by respondents:
"Had it in college"
"These are usually faked too much - not realistic"

15. Video tapes, made in your school system, of successful classroom procedures.

Very important	13	9
Desirable, or necessary	11	15
Not necessary	6	10

Comments by respondents:
(checked both 'b' and 'c') - "depends on how it is handled"
"Who determines models?"
(# 'a' was starred)

16. Tape recordings made in classrooms of your school system which show how successful teachers handle situations, learning experiences, etc.

Very important	14	4
Desirable, or necessary	12	18
Not necessary	4	12

Comments by respondents:
"On a hot August day it better be short - My God! everyone will be asleep. It's a good idea however."

17. Explanation of how to order supplies and films.

Very important	20	24
Desirable, or necessary	9	8
Not necessary	1	2

Comments by respondents: None

18. A copy of a sample daily lesson plan.

Very important	13	5
Desirable, or necessary	12	17
Not necessary	5	12

Comments by respondents:
"Make it realistic"

19. Definite suggestions for first-day and first-week activities for the classroom.

Very important	13	9
Desirable, or necessary	14	11
Not necessary	7	8

Comments by respondents:
"30 minutes"
"Very Important"
(# 'a' was starred by one respondent)
"Tell how Toledo system fails to meet ideal standards and tell where system is weak. Be candid. This will win you teacher respect and cooperation."

20. Demonstration of a sample lesson; how to work in groups and adjust work to fit individual needs in the class.

Very important	14	12
Desirable, or necessary	12	12
Not necessary	4	10

Comments by respondents:
(one respondent starred # a)
"Now this has real merit - where do the kids come from? If the class to be used has their regular teacher teaching fine otherwise - junk it. Please remember that these people will have questions but only (usually) after teaching 1st day - so get together.

APPENDIX C

ROLE OF ADJUSTED CURRICULUM IN THE REGULAR SCHOOL

TOLEDO PUBLIC SCHOOLS
Manhattan Boulevard and Elm Street
Toledo 8, Ohio
729-1681

TO: All principals of schools having Adjusted Curriculum Classes

FROM: Robert Carson, Executive Director
Pupil Personnel Services and Programs

DATE: August, 1968

RE: Orientation of new teachers - Adjusted Curriculum

Role of Adjusted Curriculum in Your Building

It is hoped that the special class will be made as much a part of the school as possible, with no reference being made to the fact that there is an adjusted curriculum in that class.

The "label" is necessary for certain records, but in ordinary conversation it can probably be omitted. It is hoped that the third grade, for instance, will be considered one of the several third grades in the building, and will participate in activities and the routine of the building accordingly. This would apply to such things as location of the class in the building, seating in the auditorium, invitations to special programs, visitations by specialists in art, music or science and the method used in reporting to the parents.

Orientating the New Teacher

It is expected that the new teacher of an adjusted curriculum class will be orientated to the building in the same manner and with the same information as the other new teachers. A few exceptions or qualifications may be necessary as follows:

Art Supplies:

At the present time art supplies are provided for adjusted curriculum classes by a special budget in the Division of Learning Disabilities. Requests for supplies are written on regular stores requisitions by the school principal and sent to the Learning Disabilities Office. An adequate supply for the beginning of the school year usually is ordered in the spring of each year. In case this was not done, some principals provide teachers with supplies from their building stores where the need is urgent and immediate in the fall, and then replace it with the special order when it arrives from the Learning Disabilities Office. The teacher should try to anticipate needs by at least two weeks and order supplies accordingly.

Books and Teaching Aids:

Special educational supplies are provided for the Adjusted Curriculum Classes. These supplies have been ordered by the Learning Disabilities Office and should be in the schools before August 20. The teachers have received a list of supplies provided each grade level. If any materials are missing, the Learning Disabilities office should be notified. The teacher should check items on the yellow sheets

accompanying the orders to show whether or not they actually arrived, sign and date the sheet, and return it to the Learning Disabilities Office immediately.

Buddy Teachers:

Buddy teachers will not be assigned from the Learning Disabilities Office. If this technique will be used in your building to help new teachers get off to a good start, the teacher of an adjusted curriculum class should participate also. Either a regular class teacher or another special class teacher should be of great help in interpreting rules, policies and procedures of the school.

Field Trips:

There are no special funds for field trips for adjusted curriculum classes, except in the case of certain designated Federal Title I classes. The trips taken by the adjusted curriculum classes must be a part of the total allotment of a building and are subject to the same regulations as regular classes. Classes under the Federal Title I program may be allotted special trips and will be notified of such.

Lesson Plans:

The principal should expect the same standards and procedures in planning as for the regular classes.

Pupil Growth Reports:

Adjusted Curriculum classes follow the same procedure for reporting to parents as the regular classes. This year there are new report

cards for the adjusted curriculum classes. They have been made as much like the regular grade cards as possible. However, the symbols used are to be interpreted as evaluating work in an adjusted curriculum and will not reflect what the child would be expected to rate in a regular curriculum. A rating of "outstanding" can be expected to be as rare in the adjusted curriculum as it is in a regular curriculum, even though the work is adjusted to the needs of children with learning problems.

Communicating with Parents:

Teachers of children with learning problems are urged, in their college training, to become acquainted with the home conditions of the children. Principals will have to provide advice in this regard, in light of the community in which the children live. The principal also can help the teacher appreciate, evaluate and interpret the observations made.

Supervisory Services:

The supervisory staff of the Division of Learning Disabilities will be very happy to aid the teacher and the principal in interpreting behavior and learning problems of individual children and in helping the teacher understand and develop a meaningful and realistic program of instruction.

Handbook of Pupil Personnel Services and Programs:

Additional information concerning regulations and policies for the adjusted curriculum classes is included in the Handbook which will be available to the principals this fall.

APPENDIX D

PREPARATIONS FOR ORIENTATION - SEPTEMBER 13

TOLEDO PUBLIC SCHOOLS
Manhattan Boulevard and Elm Street
Toledo 8, Ohio
729-1681

TO: (Host Teachers)

FROM: Maebelle Johnston, Supervisor
Vera Heard, Teacher Specialist
Adjusted Curriculum

DATE: September 5, 1968

RE: ORIENTATION OF NEW TEACHERS

To help new teachers get off to a good start, we have planned a visitation day for them on Friday, September 13.

Because of the good work which we saw in your room last year and the interest you show in your work, we feel that a new teacher would profit from observing you at work.

Our plan for the day is as follows:

1. One or more (probably not more than 3) new teachers will visit your class from the beginning of the school day until 11:30 a.m.

2. At 11:30 a.m. your class will be dismissed for the day. You and your visitors will have lunch at a place of your choosing.

3. At 1:00 p.m. we will all assemble at the Administration Bldg., in the Board Room, for discussion in groups - primary, intermediate, junior high, senior high.

Some suggestions as to items of concern will be found on the attached sheet.

Please contact our office by telephone or by return mail to inform us whether or not you are willing to participate in this orientation activity.

Encl.

VISITATION BY NEW TEACHERS

Teachers who will visit you on Friday, September 13 will be interested in the following aspects of your room and your teaching:

1. The general order and organization in your room at this stage; interest centers, such as science and library tables.

2. Your bulletin board. Evidence of your plans if it is in the process of being "constructed" by the class.

3. Your daily schedule.

4. Group work at this stage; arrangement of tables and chairs (or desks) to facilitate group or individual work; ways in which one group is occupied while the teacher is busy with another group.

5. The things you say and do to work toward good behavior standards and cooperative effort in the room.

6. The stage of development of your first unit of work this year.

You will, no doubt, think of many other aspects of your teaching which will be worthwhile for your observers.

DO feel comfortable about having the visitors see the process of development of your total program. If things are too polished and too perfect it may be discouraging to a first-year teacher. They want to see how you work to arrive at a good teaching-learning situation. You can't expect to "arrive" until much later in the year. In reality, the whole year is a process of adjusting, changing, learning.

We appreciate your willingness to help our new teachers who are enthusiastic and interested. Together we can look forward to a very profitable year.

Maebelle Johnston, Supervisor
Vera Heard, Teacher Specialist
Adjusted Curriculum
9-5-68

TOLEDO PUBLIC SCHOOLS
Manhattan Boulevard and Elm Street
Toledo 8, Ohio
729-1681

TO: All teachers new to the Adjusted Curriculum Program

FROM: Maebelle Johnston, Supervisor
Adjusted Curriculum

DATE: September 9, 1968

RE: Orientation Day, September 13, 1968

As was explained to you during the Orientation Meeting at the Administration Building on Wednesday, August 28, 1968, you will be provided an additional orientation day on Friday, September 13.

On that day your class will be dismissed for the entire day. Notices will be provided through the principal of your building, or sent directly to you, to send home with the students so parents will understand that their child will not attend school that day.

You will be assigned to visit an experienced teacher during the morning session. You will be invited to have lunch with the experienced teacher at a place of her choosing. At 1:00 p.m. all new teachers and the host teacher will meet in the Board Room at the Administration Building with members of the supervisory staff. Group meetings will be held to answer questions and give explanations which, hopefully, will smooth the way for a very successful and pleasant year.

Plan to be at the room to which you are assigned ten minutes before the students are scheduled to arrive so that you may observe what both the students and the teacher do at this time. It is suggested that you refrain from asking questions at that time so you may free the teacher for proceeding with the morning activities as they would be carried out when visitors are not present.

Remember that you will be observing the organization and activities of an experienced teacher at the end of only the second week of school. Scheduling, grouping, or learning activities may be somewhat different later on in the year as the teacher learns more about the individual students. During the afternoon session your host teacher will have an opportunity to explain the factors which are influencing his/her work with the class at this point and also some of the observations which she will keep in mind as she plans for the year.

Please send the enclosed sheets (2) by return mail to help us plan the most meaningful program possible on Friday.

Your assignment for Friday morning, Friday, September 13:

School:

Teacher:

Time students arrive:

(Consult your principal for directions to the school if needed)

TOLEDO PUBLIC SCHOOLS
Manhattan Boulevard and Elm Street
Toledo 8, Ohio
729-1681

TO: Principal

FROM: Maebelle Johnston, Supervisor

DATE: September 9, 1968

RE: Orientation Day for Teachers new to the adjusted curriculum program

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The teachers in your building who are teaching an Adjusted Curriculum Class for the first time are asked to attend an orientation program on September 13, 1968. The enclosed copy of a letter which they will receive will explain the plan for the day.

A notice to be sent to the parents of the children involved will be sent to you for distribution to the classes participating. We will leave it to your discretion which day the parents should be notified.

The class of host teachers will be dismissed for the afternoon also. Letters to parents of those children will be sent directly to the teacher involved.

If you have any questions concerning the program or the procedure to follow, please call our office.

Encl.

TOLEDO PUBLIC SCHOOLS
Manhattan Boulevard and Elm Street
Toledo 8, Ohio
729-1681

TO: Parents (Classes of guest teachers)

FROM: Adolph Stadel, Director
Adjusted Curriculum Classes

DATE: September 11, 1968

RE: Dismissal - Friday, September 13, 1968

This is to inform you that the class your child is attending will be dismissed all day on Friday, September 13, so that the teacher may attend a special educational meeting at the Board of Education.

The meeting is part of an in-service program to promote the continuing growth of the teachers in order to provide the best possible education for the pupils.

TOLEDO PUBLIC SCHOOLS
Manhattan Boulevard and Elm Street
Toledo 8, Ohio
729-1681

TO: Parents (Classes of host teachers)

FROM: Adolph Stadel, Director
Adjusted Curriculum Classes

DATE: September 11, 1968

RE: Dismissal - Friday, September 13, 1968

This is to inform you that the class your child is attending will be dismissed at 11:25 a.m. on Friday, September 13, so that the teacher may attend a special educational meeting at the Board of Education.

The meeting is part of an in-service program to promote the continuing growth of the teachers in order to provide the best possible education for the pupils.

TOLEDO PUBLIC SCHOOLS
Manhattan Boulevard and Elm Street
Toledo 8, Ohio
729-1681

TO: (Name of teacher)

FROM: Maebelle Johnston, Supervisor
Adjusted Curriculum Classes

DATE: September 9, 1968

RE:

Because you are teaching a class with an adjusted curriculum for the first time, we will consider you one of our "new" teachers and will include you in all the activities planned to help these teachers get off to a good start in this program. Please respond to communications accordingly.

We hope your year is starting well and that you will be happy with your decision to work in our department.

APPENDIX E

ORIENTATION ACTIVITIES EVALUATION AND RESULTS

ORIENTATION ACTIVITIES - 1968-1969

Name of teacher_____ School_____

Grade_____

I attended_____ did not attend_____ the Orientation Meeting on Wed., August 28.
(Check one)

The reason I did not attend was_____

Answer the following questions if you did attend on August 28:

Was the orientation session on Wednesday worthwhile? (Feel free to comment)
Yes____ No____ Only to a limited degree____

What information would have been useful as you started the first day and first week which was not included in the orientation session or the orientation folder?

Was it beneficial to have the experienced teachers present? _____. In what way did they help or hinder?

All new teachers answer the following:

What kind of information or help are you most in need of now? (Nothing is too trivial or unimportant--be guided in your comments by your own individual need):

What general topics would you like to have discussed in future meetings which may require a separate meeting other than the one on Friday, September 13? (example: How to Construct Units of Work; Skills Involved in Reading; Perceptual Training for Primary Groups; etc.)

PLEASE FEEL FREE TO REPLY CANDIDLY TO THE ABOVE, BASED SOLELY ON YOUR PARTICULAR PREPARATION FOR THIS YEAR.

RESULTS OF SURVEY - ORIENTATION ACTIVITIES - 1968-69

1. The reason I did not attend was:

"final exams at the University"
"that I know nothing about any meeting. I received no notification of any kind at any time."
"I was not notified."
"received no word about it!"
"very simply, my own extremely stupid oversight."
"out of town" (note: this teacher came in early for orientation)
"I didn't know about the meeting"

2. Was the orientation session on Wednesday worthwhile? (Feel free to comment)

Yes - 6 No - 0 Only to a limited degree - 3
"the morning get-together was worthless"

3. What information would have been useful as you started the first day and first week which was not included in the orientation session or the orientation folder?

"A run through of texts and materials to use and also some <u>effective</u> ideas on methods for different course work - as I found some of my methods just didn't work well."
"to have the 'cums' of the children so to be more prepared"
"Attendance - few new teachers realize that Special Ed. children often have sporadic attendance. The teacher must show a greater interest in this area."
"More information about my students and a better organization of my class"
"can't think of anything right now"
"More precise delineage of authority between school administration and special education department."
"Classroom procedures, planning specific lessons."

4. Was it beneficial to have experienced teachers present? Yes - 9 No - 1
In what way did they help or hinder?

"Gave us good tips on what to expect."
"They commented on details of class to supplement the more general departmental policies; provoked ideas to stimulate questions."
"Provided answers to questions that were of prime importance."
"They helped give ideas of things to do the first day and first week.
"They also gave ideas of things to emphasize in the room."
"They gave us ideas on how to handle the class on the first week and some ideas on what to do."
"I used some of the ideas which they suggested."
"I received many ideas to use during the first week on many areas and daily activities."
"No hindrance. I find that many of the experiences I heard about at the meeting came to life in my class room."
"gave some good ideas on how to start the first days of school"

Results of Survey - cont.

"I personally did not gain much as my experienced teacher talked about several things other than the topic at hand."

5. What kind of information or help are you most in need of now? (Nothing is too trivial or unimportant - be guided in your comments by your own individual need):

"I don't have enough work for them and they don't want to do anything afternoon (Note sp.)."
"How to effectively handle discipline, or classroom control. How to help the children want and admire good citizenship."
"time limits as to how much time we are to spend on each subject"
"My main concern is organization of the physical layout of my room. I am also concerned about lesson plans. I am trying to be as succinct as possible, yet give the administration an idea of what I am doing. Difficult." (Note: lesson plans a requirement of the school)
"When I need help I find the answer myself or come directly to the board for help."
"Miss Barnes has been of great help to me. I don't know of anything so far that I've asked her about that I didn't get a prompt answer." (Note: This is the buddy teacher)
"I am anxious to observe an experienced teacher."
"Room arrangement. Long Range Planning."
"Things running smoothly at present."
"How to handle children who are constantly starting fights and have no respect for a teacher."
"Ideas for my children with the lowest mental age (3.6)."
"Information I could most benefit from would be on how to effectively deal with individual differences within the class (how to effectively help each student according to his own individual needs)."
"Material requisitions. Experience units others have used; successes and failures."
"Reading and math grouping."
"How to help the student that cannot read."
"Information on how to assign tasks to 2 or more groups simultaneously so the teacher may work with individuals."

6. What general topics would you like to have discussed in future meetings which may require a separate meeting other than the one on Friday, September 13?

"Skills involved in reading and perceptual training for primary grades."
"How to prepare a lesson plan"
"How to improve writing skills"
"Constructing units of work"
"Incorporating remedial work in unit work"
"Music ideas"
"Skills involved in reading"
"I would like to have skills in reading gone into"

Results of Survey - Cont.

"Skills involved in number activities; perceptual training for primary grades; skills involved in reading."

"How and where to get materials now, and not a year from now. It would be very nice to have materials available to use in the classroom."

"Grouping. How to divide my class into the proper learning levels, and to reach the needs of each student."
"New and different ideas on how to teach the various subjects."
"Examples are good - how to make long range plans, i.e. ½ year."